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AUTHOR Chenowith, Virginia K., Ed.
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ABSTRACT

The articles in this group of ERIC/CRESS (Educational Research Information Center/Clearinghouse on Rural Education and Small Schools) newsletters cover such topics as Federal legislation and rural development, the Congreso Nacional de Asuntos Colegiales, the Foxfire Project, career education, bilingual instruction, rural education, Native American studies and outdoor education. The first issue presents a brief overview of pending Federal legislation affecting rural development. Citations are given for some selected publications on rural areas which appeared in the October 1971 through March 1972 issues of "Research in Education" (RIE). "Congreso Nacional de Asuntos Colegiales and the Chicanos in the Community/Junior Colleges" and "The Foxfire Project" are among the articles in the second issue. Fifty publications which appeared in the April and May 1972 issues of RIE are cited. Articles in the third issue are: "Career Education in Rural Schools"; "Carrascolendas: Bilingual Instruction Through Television"; "A Major Breakthrough in Language Barriers"; "Issues in Rural Education: Consolidation"; and "Native American Studies". "The 'Outdoor Adventure in Education' Explosion" and "Issues in Rural Education: The Rural Teacher" are the major articles in the fourth issue. Sixty-seven publications from the November 1972-January 1973 RIE issues are cited. (NQ)

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News Letter

Volume 7, Number 1

Spring 1972

Ginny Chenowith, Editor

An Overview of Pending Federal Legislation Affecting Rural Development

by

Patricia Stans

ERIC/CRESS Research Associate

Although the economic, social, and cultural development of rural areas is determined to a great extent by Federal legislation, it may be that citizen concern with rural legislation is not vigorous enough to prompt citizen attention to this legislation as it passes through hearings and committee meetings to final action by the House of Representatives or the Senate. As a first step in fostering citizen concern, information about the bills now pending in Congress must be made available to people interested in rural development. The purpose of this overview, then, is to provide information about recent proposed legislation for development of rural areas.

Some of the development bills considered in the first session of the 92d Congress have specific rural focus since they directly relate to rural residents or concern facilities in rural areas. The legislation covered in the present overview does have this rural focus. However, legislation directed at the farming industry has been included for discussion here only if it is also directed toward solution of the problems of non-farm rural residents. Bills concerning the environment, health, law enforcement, and similar areas that affect life in both urban and rural settings have been omitted from this overview because these bills do not have specific rural focus.

One area of rural development received widespread notice in bills S. 1612 and H.R. 7993, which were introduced as the Rural Community Development Revenue Sharing Act of 1971. These bills would allocate new appropriation authorizations to assist the states in carrying out rural development programs originating from area planning districts set up by the individual states. New funds would be authorized, but no specific appropriation level is set. Each state would receive a part of those funds on the following basis: 50 percent on rural population, 25 percent on rural per-capita income, and 25 percent on rural population change. Under this Revenue Sharing Act, some functions of the U.S. Department of Commerce and the U.S. Department of Agriculture would be discontinued. A proposed amendment to the bill (amendment S. 470)

would not eliminate any existing Federal programs. The amendment would also provide general grants-in-aid to states, municipalities, counties, and areawide planning and development districts.

Another revenue sharing proposal is H.R. 11678, the Rural Economic Development Act of 1971. This bill would provide for a Rural Development Commission, fashioned after the Appalachian Regional Commission. The Rural Economic Development Commission would conduct research, make recommendations for implementing rural development programs, and approve applications for developmental assistance.

The second major group of bills with rural focus is in the area of reorganization. A new Department of Community Development in the Executive Branch of Government would be created by four bills: H.R. 6962, H.R. 6964, H.R. 7276, and S. 1430. The Department of Community Development would consist of an Urban and Rural Development Administration, a Community Transportation Administration, and a Housing Administration—each with its own administrator. The purpose of the new department would be to promote more effective management of certain rural development activities through consolidation of related functions.

Another group of recently introduced bills concerns rural industrial incentives. The purpose of each of these bills is to attract industrial and commercial facilities to areas of low population, low income, and high unemployment. The Rural Job Development Act of 1971 (H.R. 3511) and the Rural Development Incentive Act (H.R. 5190) would provide tax credits for facilities in rural areas and on Indian reservations, while H.R. 7690 and H.R. 9359 are concerned with tax incentives and industrial planning only on Indian reservations. In addition, H.R. 3504 would give an income tax credit of 10 percent of expenses to rural employers who set up training programs for individuals residing in a rural job development area. Included in the expenses would be wages of apprentice employees; costs of an on-the-job training program; wages of employees participating in a cooperative education program; home study courses; and the costs of books, testing materials, and training aids.

In the area of rural development bank legislation, three basic bills have been introduced. S. 742 and the companion bill H.R. 9630 would create a rural community development bank to provide financial and technical assistance to commercial and industrial

facilities. Additionally, S. 580 and H.R. 3550 would establish a National Development Bank as an instrumentality of the Federal Government to aid economic expansion in rural areas.

S. 2223 would amend the Consolidated Farmers Home Administration Act of 1961 by creating an investment and credit system for non-farm rural development. Other bills have been introduced to amend the Consolidated Farmers Home Administration Act. These include S. 2981, S. 2800, H.R. 10857, H.R. 2181, and H.R. 10671.

The Appalachian Regional Development Act of 1965 would be extended by S. 2317. Authorized funds would provide for highway development, airport safety, child development centers, control of mire pollution, site development, and vocational education facilities. H.R. 2367, H.R. 10855, and S. 2538 would affect geographic areas in the Appalachian region not presently being assisted by funds under this Act.

Other bills of interest to rural residents are

S. 10 and H.R. 5289: National Policy
H.R. 6294 and H.R. 11974: Rural Housing
H.R. 484, H.R. 11036, H.R. 1101, and S. 391:
Water and Waste Disposal Systems
H.R. 11138 and S. 2571: Rural Development and
Population Dispersion
H.R. 7843 and S. 2058: Small Community Development
H.R. 10138 and S. 1507: National Rural Development Center
H.R. 7510, H.R. 703, H.R. 8017, S. 576, and S. 1353: Medical Care
H.R. 1289, H.R. 537, S. 69, and S. 963: Fire Prevention

From this brief review of pending legislation, it should be obvious that the large number of bills introduced points to a great need for rural development assistance. Whether this proposed aid becomes a reality will depend on the continuing interest and commitment of concerned people.

1972 International Conference on Outdoor Education

The Council of Outdoor Educators of Ontario will host an international outdoor education conference, "Education Without Boundaries," scheduled for September 28 to October 1, 1972, in the North Haliburton Highlands approximately 150 miles northeast of Toronto.

Information about the conference and registration forms are available from

Council of Outdoor Educators of Ontario
229 College Street
Toronto 130, Ontario, Canada

The deadline for registration forms is September 8, 1972; however, since accommodations are limited, early reservations are suggested.

This News Letter was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

New in RIE for 1972

Beginning in the January 1972 issue of ERIC's **Research in Education**, a new section entitled "Documents Not Available from EDRS" is contained. This monthly listing provides a ready reference to identify publications which are announced in **RIE** but which are available from a source other than ERIC Document Reproduction Service.

Also note that bright red has been selected to color-code **RIE** for 1972.

A New Chicano Newsletter

The Chicano newsletter, **El Ojo**, directs itself to providing information on activities affecting Chicanos in such areas as education, fellowships and financial assistance, legislation, publications, and employment. Thus, **El Ojo** encourages the submission of current information by Chicano organizations. The mailing address is

El Ojo
1700 K Street, N.W.
Suite 1207
Washington, D.C. 20006

Subscription information is also available at the foregoing address.

Financial Aid for Indians in Business Schools

The Council for Opportunity in Graduate Management Education offers fellowships to American Indians who are accepted at the following business schools: Berkeley, Carnegie-Mellon, University of Chicago, Columbia, Cornell, Dartmouth, Harvard, Massachusetts Institute of Technology, Wharton, and Stanford.

To apply to these schools, and for fellowships, write

COGME
Central Plaza
675 Massachusetts Avenue
Cambridge, Massachusetts 02139

"Right to Read" Film Available on Loan

A new film that depicts the toll of illiteracy in America and points to some of the efforts being made to ensure "the right to read" is now free on loan to school districts, educational agencies, and civic groups.

Produced under contract with the U.S. Office of Education, the half-hour "Right to Read" documentary was filmed in classrooms, fields, and streets from New York City to San Francisco and from Appalachia to Grand Canyon. The film emphasizes the contribution of school volunteers, the effectiveness of one-to-one tutoring, and the importance of the parent as the first teacher.

Seventy prints of the 16-mm film are now available on loan to interested community and civic groups from

Modern Talking Picture Service
2323 New Hyde Park Road
New Hyde Park, New York 11040

Selected Publications on Rural Areas

Recent issues of ERIC's **Research in Education (RIE)** have carried abstracts of numerous publications related to rural areas. Scan the following title list of selected publications, most of which are available through ERIC Document Reproduction Service (EDRS) in microfiche (microfilm cards requiring a special machine for reading) and/or hard copy (paperback). When you find titles of interest to you, consult the appropriate issues of **RIE**, read the relevant abstracts, and follow the ordering instructions given in **RIE**. If you do not have access to **RIE**, ERIC/CRESS will provide you with information for ordering the following publications or with subscription information concerning **RIE**.

RIE: October 1971

- ED 051 921: Report of Task Force on Rural Education.
- ED 051 930: Farmers' Organizations and Movements: Research Needs and a Bibliography of the United States and Canada.
- ED 051 941: Rural Poor Who Could Benefit from Job Retraining in the East North Central States.
- ED 051 942: A Profile of the Rural Poor in the Northeastern Coastal Plain of South Carolina.
- ED 051 952: Rural Area Application of Vocational Education Innovations Resulting from Research and Development Programs. Final Report, Institute V.
- ED 051 953: Coordination of Supportive Services for Vocational Education Students in Rural Areas. Final Report, Institute I.
- ED 051 954: Open-Country Poverty in a Relatively Affluent Area—The East North Central States.
- ED 051 959: Trends in Federal Programs for the 70's.

RIE: November 1971

- ED 052 858: Design for Action; Community Problem Solving in Disadvantaged Communities. Information Series 4.
- ED 052 859: Economic Development in West Virginia. Information Series 6.
- ED 052 874: Vocational Education Needs and Opportunities for Indians; A Review of the Navajo Situation and a Summary of Its Implications for Four Corners Regional Planning.
- ED 052 883: The Employment of Rural Farm Wives.

RIE: December 1971

- ED 053 823: IMPACT of City-County Consolidation of the Rural-Urban Fringe: Nashville-Davidson County, Tennessee.
- ED 053 825: Projecting Areas of Cooperation in Regional Education Services.
- ED 053 826: A Study of Attitudes Toward Regional Cooperation in Education.
- ED 053 827: A Basic Planning and Evaluation Model for Cooperation in Providing Regional Education Services.
- ED 053 830: Regional Variations in Economic Growth and Development with Emphasis on Rural Areas.
- ED 053 831: Smaller Communities Program: Columbia County, Oregon. Combined Economic Base Report and Applicant Potential Report; An Evaluation of the Economic and Human Resources of a Rural Oregon County.
- ED 053 832: Smaller Communities Program: Grant and Wheeler Counties, Oregon. Combined Economic Base Report and Applicant Potential Report; An Evaluation of the Economic and Human Resources of a Rural Oregon County.
- ED 053 839: "Remote and Necessary": A Special Report to the Washington State Legislature by the Subcommittee on School Finance of the Joint Committee on Education.
- ED 053 841: Indian and Migrant Education Programs: A Report to the Washington State Legislature by the Subcommittee on Indian and Migrant Education of the Joint Committee on Education.
- ED 053 842: A Summary of Research in Rural Education: Testimony to the United States Senate Select Committee on Equal Educational Opportunity.
- ED 053 844: Final Report to the Governor and the Legislature by the State Advisory Commission on Indian Affairs [California].
- ED 053 847: Report from the Study Group on Vocational Rehabilitation of the Disabled Disadvantaged in a Rural Setting (Eighth Institute on Rehabilitation Services, St. Louis, Missouri, May 17-20, 1970).

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RIE: January 1972

- ED 054 875: Rural Poverty, Hearings Before the National Advisory Commission on Rural Poverty (Memphis, Tennessee, February 2-3, 1967).
- ED 054 876: Rural Poverty, Hearings Before the National Advisory Commission on Rural Poverty (Tucson, Arizona, January 26-27, 1967).
- ED 054 877: Rural Poverty, Hearings Before the National Advisory Commission on Rural Poverty (Washington, D.C., February 15-17, 1967).
- ED 054 878: Problems of Community Action in Appalachia.
- ED 054 879: Attitudes Toward State and Local Taxes in West Virginia—The Preliminary Results of a Survey.
- ED 054 884: Rural Education in the United States.
- ED 054 888: Directions 70's: An Assessment of Educational Needs in Alaska.
- ED 054 891: Cultural Divergence Related to Urban Proximity on American Indian Reservations.
- ED 054 892: Attitudes and Orientations of Rural Groups and Effects on Educational Decision-making and Innovation in Rural School Districts: A Synthesis of Research.
- ED 054 895: OEO Programs for Migrant and Seasonal Farm Workers. Title IIIB EOA Projects.
- ED 054 906: A New Life for the Country. The Report of the President's Task Force on Rural Development.

RIE: February 1972

- ED 055 677: Indian Education. Part 1, Hearings Before the Special Subcommittee on Indian Education of the Committee on Labor and Public Welfare. United States Senate, Ninetieth Congress, First and Second Sessions on the Study of the Education of Indian Children.
- ED 055 678: Indian Education. Part 2, Hearings Before the Special Subcommittee on Indian Education of the Committee on Labor and Public Welfare, United States Senate, Ninetieth Congress, First and Second Sessions on the Study of the Education of Indian Children.
- ED 055 679: Indian Education. Part 3, Hearings Before the Special Subcommittee on Indian Education of the Committee on Labor and Public Welfare, United States Senate, Ninetieth Congress, First and Second Sessions on the Study of the Education of Indian Children.
- ED 055 684: Toward Economic Development for Native American Communities. A Compendium of Papers Submitted to the Subcommittee on Economy in Government of the Joint Economic Committee, Congress of the United States (91st Congress, 1st Session). Volume 1, Part I: Development Prospects and Problems.
- ED 055 685: Toward Economic Development for Native American Communities. A Compendium of Papers Submitted to the Subcommittee on Economy in Government of the Joint Economic Committee, Congress of the United States (91st Congress, 1st Session). Volume 2, Part II: Development Programs and Plan; Part III: The Resource Base.
- ED 055 708: Revitalizing Rural Washington: Report and Recommendations of the Governor's Task Force on Rural Affairs.
- ED 055 719: Alaska Natives & the Land.

RIE: March 1972

- ED 056 799: The Economic and Social Condition of Rural America in the 1970's. Part 2: Impact of Department of Health, Education, and Welfare Programs on Non-metropolitan Areas, Fiscal 1970.
- ED 056 800: Revitalization of Rural and Other Economically Distressed Areas. Part 1, Hearings Before the Committee on Government Operations, United States Senate, Ninety-Second Congress, First Session on S. 10. A Bill to Establish a National Policy Relative to the Revitalization of Rural and Other Economically Distressed Areas by Providing Incentives for a More Even and Practical Geographic Distribution of Industrial Growth and Activity and Developing Manpower Training Programs To Meet the Needs of Industry, and for Other Purposes.
- ED 056 825: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 15—Education in Rural America. (Washington, D.C., September 1, 2, 3, 1971).

have you tRIEd lately?

Scan the following title list of selected publications that have been announced in the March 1972 issue of ERIC's **Research in Education (RIE)**. When you see a title of interest to you, consult the appropriate issue of **RIE** for the corresponding abstract. **RIE** also contains instructions for ordering reproductions of these publications in microfiche and/or hard copy. If a publication is not available in microfiche or hard copy from ERIC Document Reproduction Service, an alternate availability will be cited.

If you have no access to **RIE** through your library or a nearby educational agency, ERIC/CRESS will provide you with information for ordering the following publications or with subscription information concerning **RIE**.

RIE: March 1972

- ED 056 788: A Comparative Analysis of Indian and Non-Indian Parents' Influence on Educational Aspirations, Expectations, Preferences and Behavior of Indian and Non-Indian High School Students in Four High Schools.
- ED 056 789: A Comparison of the Differential Effect of Ethnicity and Perception of Family Income on Educational Aspirations, Preparation and Parental Influence-Attempts of Indian and Non-Indian Students in Four Rural High Schools in Montana.
- ED 056 796: California Plan for the Education of Migrant Children. Evaluation Report: July 1, 1969 - June 30, 1970.
- ED 056 802: Florida Compensatory Migrant "Learn and Earn" Program: An Evaluation.
- ED 056 812: Mobility Orientation and Mobility Skills of Youth in an Institutionally Dislocated Group: The Pima Indian. Indian Affairs (No. 5).
- ED 056 814: Mississippi Statewide Comprehensive Outdoor Recreation Plan.
- ED 056 817: Directions for Educational Development in Appalachia. Report of an Educational Needs and Feasibility Study Involving the Appalachian Areas of Six States.
- ED 056 820: Scheduling for Flexibility; A Manual for Administrators of Small Schools.
- ED 056 821: The Unfinished Education; Outcomes for Minorities in the Five Southwestern States. Mexican American Educational Series.

Migrant Day Care Information Needed

The Day Care and Child Development Council of America, Inc. is preparing to launch a special public education campaign on the day care needs of migrant children. Anyone concerned with or working on the problems of migrant child care can be of great assistance by contributing observations and experiences, documentation, or news stories to

Ralph Matthews
Day Care and Child Development Council of
America, Inc.
1426 H Street, N.W.
Washington, D.C. 20005

Nonprint Resources

Since many requests received by ERIC/CRESS relate to nonprint resources and since ERIC's **Research in Education (RIE)** announces only printed resources, it has been suggested that CRESS use its **News Letter** for announcement of materials not handled in **RIE**. Thus, CRESS solicits the help of individuals and organizations having access to nonprint resources related to rural education and small schools; American Indian, Mexican American, and migrant education; and outdoor education and recreation.

You can be of great assistance by submitting relevant nonprint resources (films, filmstrips, or other audiovisual aids) to CRESS for previewing, annotation, and subsequent announcement in the **News Letter**. Send materials to be previewed to CRESS in care of Miss Denise DeValle, Information Specialist; these materials will be returned to you immediately.

It should be noted that, if this request prompts a substantial response from **News Letter** readers, CRESS would like to carry an ongoing column featuring nonprint resources.

Financial Assistance for Migrant Students Who Want to Attend College

The University of Michigan has initiated a special program designed to give admission and financial assistance to migrant students who want to attend college. The program is designed for the sons and daughters of migrant families who have been engaged in agricultural work in Michigan and who do not continuously reside in the state due to the irregular and seasonal nature of their employment.

For information on this program, write to

Ramiro C. Gonzalez
Office of the Director of Admissions
University of Michigan
Ann Arbor, Michigan 48104

Vocational and Technical Education for the Rural Disadvantaged

Review and Synthesis of Research on Vocational and Technical Education for the Rural Disadvantaged—a recent publication by the ERIC Clearinghouse on Vocational and Technical Education (The Ohio State University)—relates to the current increased emphasis on meeting the special educational needs of disadvantaged segments in the population. More specific focus is on the rural sector, which accounts for a disproportionate share of the problem. Available for researchers is a review of substantive problems relating to education for the rural disadvantaged and research methodologies that are appropriate to this area. Educational practitioners are provided with summaries of research findings that are applicable to program development in rural areas.

The publication is available from

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

for 40¢ per copy (Stock No. 1780-0802). The publication will also be available from ERIC Document Reproduction Service in microfiche or hard copy and will be announced in a future issue of **Research in Education**.

Deganawidah-Quetzalcoatl University (DQU)

At about 6:30 a.m. on March 4, 1972, just as the sun was preparing to rise, the 650-acre campus of DQU (located near Davis, California) was dedicated as sacred land by Benjamin Black Elk, an Oglala Lakota elder.

Benjamin Black Elk, son of the well-known religious leader Black Elk, traveled to DQU from South Dakota to dedicate the site and to give permission for his father's name (Hehaka Sapa in the Lakota or Sioux language) to be used for the College of Native American Studies at DQU.

About 50 persons arose at 5:00 a.m. or earlier to join Benjamin Black Elk in the journey to the northeast corner of the campus to a knoll where the traditional consecration ceremony of the Oglala was held. It was a very beautiful and deeply meaningful ceremony, carried out on a carpet of new green grass and with a clear view of the sun rising from behind the Sierra Nevada mountains. During the ceremony, birds were singing and the sun rose brilliant and strong.

At a general meeting where about 500 Indian and Chicano people were present, Benjamin Black Elk repeated the prayer which he gave earlier, and his granddaughter presented the ceremonial pipe to DQU. A very large, framed photograph of his father, the holy man Hehaka Sapa, was also presented to the university.

In the afternoon, at a meeting of Indian people, Benjamin Black Elk was made a member of the Council of Elders of DQU and Hehaka Sapa College. The Council of Elders will be composed of the outstanding older wise men and women of the Native American people and will provide guidance for development of DQU, which is the only university controlled by Indian and Chicano people. Other members of the council (thus far) include Chief Suworhorm (Karak-Hupa) and Marie Potts (Maidu).

The Indian board members, students, and staff at DQU decided to name the Native American College after Hehaka Sapa because of his life-long dedication to the traditional religion and wisdom of the Oglala and because of his efforts to preserve that knowledge. His life of dedication to the well-being of all creation and to the Creator symbolizes the goals of Hehaka Sapa College.

DQU is dedicated to the sacred cause of the liberation, self-development, and spiritual realization of all people of native race throughout the Americas. For that reason, it was felt that the site of the campus should be dedicated spiritually. The Board of Trustees of DQU had earlier adopted a resolution calling for the dedication of the university as a sacred place.

ERIC Clearinghouse on Rural
Education and Small Schools
New Mexico State University
Box 3 AP
University Park Branch
Las Cruces, New Mexico 88001
Telephone: (505) 646-2623

News Letter

Volume 7, Number 2

Summer 1972

Laurie Keaton, Editor

CONGRESO NACIONAL DE ASUNTOS COLEGIALES AND THE CHICANOS IN THE COMMUNITY/JUNIOR COLLEGES

by

Alfredo G. de Los Santos, Jr.

Chairman, El Congreso Nacional de Asuntos Colegiales
President, El Paso Community College

Historically, public educational institutions—public schools, community/junior colleges, colleges, and universities—in the Southwest have not responded adequately to the needs of culturally different students. These institutions have persisted in judging all students by conventional standards while ignoring real differences and deprivations. Typically, a nontraditional student enters school at a disadvantage—as gauged by the standards of the system—and, just as typically, leaves in much the same fashion.

Current research studies indicate that Chicanos do not obtain the benefits of public education at a rate equal to that of their Anglo classmates. A study by the U.S. Commission on Civil Rights (3) indicated that, regardless of the measure of school achievement used (for example, school holding power, reading achievement, grade repetitions, overageness, and participation in extracurricular activities), the Chicanos achieve at a lower rate than the Anglos.

Reluctance on the part of the Chicano community to abandon its cultural and linguistic heritage, coupled with the inability of public educational institutions to recognize the rich traditions and culture of Chicanos, accounts in part, at least, for less than adequate Chicano participation in the programs available. The U.S. Commission on Civil Rights concluded that, instead of developing "policies and programs which would enable those students to participate fully in the benefits of the educational process," the schools use a variety of "exclusionary practices which deny the Chicano student the use of his language, a pride in his heritage, and the support of his community" (2).

As one turns to the community/junior colleges and their role in the education of Chicano students, one finds no comprehensive, authoritative research projects similar to those done by the U.S. Commission on Civil Rights on the public K-12 institutions. However, there are bits and pieces of information that lead one to believe that the record of community/junior colleges

is less than enviable.

For example, while the Chicanos comprise 22.0 percent of the total population of Texas, the community/junior college enrollment is only 10.7 percent Chicano. A statewide survey and subsequent report made to the Coordinating Board, Texas College and University System, by the Advisory Council of the Compensatory Education Project of the Junior College Division concluded that "community junior colleges in Texas concentrate their services on students from higher than average income levels, students who are White-Anglo rather than Black or Chicano, and students interested in traditional bachelor's degree programs . . ." (1).

It is also interesting to note that, as of 1 July 1971, there were no Chicano presidents in any of the more than 1,100 community/junior colleges in the country—notwithstanding the fact that a large percentage of the student enrollment is Chicano. This year there are two Chicano presidents: one at Texas Southmost College in Brownsville and the other at El Paso Community College, El Paso, Texas.

Suffice it to say that, even though a few community/junior colleges are beginning to respond to the needs of the Chicano student, as a general rule, community/junior colleges have not done too well.

The universities, particularly those that train faculty and administrators to work in community/junior colleges, have not begun to work with the Chicano community. For example, the University of California at Los Angeles, through its Junior College Leadership Program (JCLP), has granted 99 doctorates in the decade 1961-71. Only one of these is a Chicano (4). The University of Texas at Austin, too, has graduated only one Chicano from its JCLP in the last ten years.

It is in this setting that the Congreso Nacional de Asuntos Colegiales has chosen to work—in the community/junior college movement and with those universities that are involved in it.

History of Congreso

El Congreso Nacional de Asuntos Colegiales was organized in Phoenix, Arizona, in February 1971, at a conference cosponsored by the American Association of Junior Colleges (AAJC) and the Western Interstate Commission for Higher Education (WICHE). The stated objective of the conference was to discuss the educational problems of Mexican American servicemen and veterans; however, the few Chicanos present determined early that the structure of the conference

lacked adequate Chicano planning, input, and representation to address the question properly.

In caucus, the group organized Congreso and presented to the conference a list of recommendations, with top priority given to the need for increased Chicano staffing in the community/junior colleges and the AAJC.

In March 1971, Congreso representatives met with the AAJC Board of Directors at the annual convention in Washington and made five recommendations, all of which have been implemented to some degree. The most significant of these recommendations and the results are discussed below.

Chicano on AAJC Staff. One of Congreso's recommendations to the AAJC Board of Directors was that a department or program of Chicano affairs, to be staffed by at least one Chicano, be established. With a grant from the U.S. Steel Foundation, the Office of Spanish-Speaking Fomento (directed by Congreso executive director Jose "Pepe" Barron) was opened in January 1972. This office has provided invaluable assistance to the AAJC, governmental agencies, foundations, community/junior colleges, universities, and other organizations in their attempts to work with the Chicano community.

Chicano Veteran Coordinator. From its inception, Congreso has been very concerned about the fact that educational institutions have not made any commitments to serve the needs of the returning Vietnam veteran, particularly the Chicano veteran. Therefore, Congreso recommended to the AAJC Board that a Chicano coordinator be employed as part of the AAJC's Program for Servicemen and Veterans. This recommendation was implemented when Benito Botello, Jr. was employed in March 1972 as the veterans' coordinator for the southwestern and western United States. Funds from the David Dubinsky Foundation and the Carnegie Foundation were received to help support this program.

Chicanos on AAJC Commissions. Congreso also recommended to the AAJC Board of Directors that at least one Chicano be appointed to each of the AAJC commissions. This was done by late 1971. Manuel Ronquillo, from the Los Angeles Trade Technical College, California, was named to the Commission on Legislation. Diego Navarette, Pima College, Arizona, was appointed to the Commission on Instruction. Alfredo G. de los Santos, Jr., El Paso Community College, Texas, serves on the Commission on Instruction. Gilberto de la Rocha, College of San Mateo, California, was named to the Commission on Administration. Juan Jose Martinez, Texas Southmost College, Brownsville, serves on the Commission on Student Personnel.

Congreso and AAJC

While Congreso has interests in a number of areas, it has close ties with the community/junior college movement and, thus, with the AAJC. At present, three

Congreso members are on the AAJC Board of Directors: Alfredo G. de los Santos, Jr. from Texas; Enrique Oyama from Arizona; and Ricardo Zazueta from California. Congreso's present Board of Directors intends to continue these close ties with the AAJC.

Congreso's Commitment and Philosophy

Congreso is committed to promoting the educational, social, and economic well-being of the Chicano community, particularly through the community/junior colleges and the universities that are involved with these institutions. Congreso's Board of Directors has established working policies within which the membership works. The basic philosophy is that the statement of the problem—namely, the inability of the institutions alone to serve the needs of the Chicanos adequately—has been made over and over. There is no need to spend time and effort in restating the problem. We should work together to solve it.

In solving the problem, there is no great need for confrontation tactics, although in some isolated cases this might be necessary. The community/junior colleges and some universities are beginning to understand the Chicano position that it takes Chicanos to help Chicanos. Congreso members—and other members of the Chicano educational community interested in Congreso's work—will assist any institution in its attempts to meet the needs of the Chicano community.

Significant Projects

Congreso members are now working on a number of projects that carry significant implications for the Chicanos in the community/junior college. Perhaps what has the greatest potential is a proposal to seven universities to train/educate Chicanos for administrative positions in the community/junior colleges. Seven universities from six states—University of Arizona at Tucson; University of Colorado at Boulder; University of California at Los Angeles; University of Southern California at Los Angeles; New Mexico State University at Las Cruces; Deganawidah-Quetzalcoatl University at Davis, California; and the University of Texas at Austin—have expressed an interest in submitting a proposal to the U.S. Office of Education to fund this program. Representatives from these universities, Congreso, the U.S. Office of Education, and the AAJC met in El Paso, Texas, in June 1972 to discuss details of the proposal. Foundations have also been contacted about this project.

Congreso, through El Paso Community College, will submit another proposal for a workshop to train community/junior college personnel to serve the needs of Chicano servicemen and veterans better.

Both of these projects, if funded, will begin in 1973.

Another very significant project, now being carried out by AAJC's Office of Spanish-Speaking Fomento, is one designed to provide comprehensive data regarding Chicanos in community/junior colleges: administrators, faculty, students enrolled, students graduated, and so forth. This project, over a period of years, will provide authoritative data upon which governmental agencies, national organizations, community/junior college boards and administrators, and other interested

This News Letter was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

have you TRIED lately?

Scan the following title list of selected publications that have been announced in the April and May 1972 issues of ERIC's RESEARCH IN EDUCATION (RIE). When you see a title of interest to you, consult the appropriate issue of RIE for the corresponding abstract. RIE also contains instructions for ordering reproductions of these publications in microfiche and/or hard copy. If a publication is not available in microfiche or hard copy from ERIC Document Reproduction Service, an alternate availability will be cited.

If you have no access to RIE through your library or a nearby educational agency, ERIC/CRESS will provide you with information for ordering the following publications or with subscription information concerning RIE.

RIE: April 1972

- ED 057 508: Application of Accountability to Special Education in Rural Areas.
- ED 057 515: Parents' Support of Gifted Programs.
- ED 057 937: Regional Demonstration of Comprehensive Rehabilitation Services in a Rural, Mountainous, Economically Depressed Area, Eastern Kentucky.
- ED 057 942: Suggested Research and Development Needs and Priorities in Higher Education for American Indians. A Position Paper.
- ED 057 943: Impact of Transfer of Schools and Pupils from BIA to Public Schools. A Position Paper.
- ED 057 944: Vocational and School Counseling of Indian Students. A Position Paper.
- ED 057 945: Research Needed on Boards of Education Representing American Indian Students. A Position Paper.
- ED 057 948: Teaching the Role of the Indian in American History and Upgrading Curricula. A Position Paper.
- ED 057 963: A Rural Internship Program Model.
- ED 057 964: Estimated Population in Rural "Nonreservation" Indian Groups in the United States, 1960.
- ED 057 965: Perception of Self and Others as a Function of Ethnic Group Membership.
- ED 057 967: Promising Practices in Small High Schools. A Report of 28 Northwest Projects, 1971.
- ED 057 968: Guidelines for Recreation and Park Systems.
- ED 057 971: Modification of Teacher Behavior in Teaching the Mexican-American.
- ED 057 972: Chicano Community Action Efforts at the Local Level and Their Effects on Promoting Educational Change for Mexican-Americans. A Research Paper.
- ED 057 973: Bicultural Socialization Project: A Group Process Approach to Bilingual Instruction—Title VII. Final Report, 1970-71.
- ED 057 975: Survey of Services to American Indians Through Institutions of Higher Learning in Seven Northwestern States.
- ED 057 976: Degrees, Tenure, Experience, and Turnover of Professional Staff Members in the Texas Small Schools Project.
- ED 057 977: Organization of Public Service Delivery Systems for Rural Areas: Concepts and Measures.
- ED 057 978: 1971 Migrant Education State Evaluation Report (North Carolina).
- ED 057 981: Contemporary Curriculum for Small Schools. Report of a Summer Institute (Willamette University, June 14-18, 1971).
- ED 057 982: Indian Education Training Institute (Gonzaga University, Spokane, Washington, February 1971 to November 1971).
- ED 057 984: Criterion-Referenced Tests—A New Promise for Old Problems in Migrant Education.
- ED 058 280: Alienation Evaluation for Migrant Programs.
- ED 058 430: Research and Development Strategies in Agricultural Education for the Seventies.

(Over)

RIE: May 1972

- ED 058 808: Literatura chicana: Vida en busca de forma (Chicano Literature: Life in Search of Form).
- ED 058 971: The Effects and Implications of Culturally Pluralistic Education on the Mexican-American.
- ED 058 972: Careers of Rural Male High School Seniors in Mississippi: A Study of Occupational Interests, Aspirations, and Expectations. Education Series 5, Report 26.
- ED 058 973: Evaluation of Migrant Education in Texas: A Summary.
- ED 058 974: Interim Evaluation of an Exemplary Occupational Education Program in a Rural Community.
- ED 058 976: I Do and I Understand (Glen Helen Workshop: April 29-May 1, 1971).
- ED 058 977: A Physics-Oriented College Motivation Program for Minority Students.
- ED 058 978: A Summer Program for Hispano High School Students. A Report for the Second Year, June 15-July 10, 1970.
- ED 058 980: American Indian Education, A Selected Bibliography. Supplement No. 2.
- ED 058 981: Training Administrators for Schools Serving Indian Children.
- ED 058 982: Organizing and Maintaining a Native American Reference Library.
- ED 058 983: Mexican-Americans and the Desegregation of Schools in the Southwest.
- ED 058 985: Outdoor Recreation in Florida: A Comprehensive Program for Meeting Florida's Outdoor Recreation Needs.
- ED 058 986: Sources of Funding for Outdoor Education.
- ED 058 988: Evaluation of the Camp Project for Seventh, Eighth, and Ninth Graders. Research and Development Report, Vol. V, No. 4, Summer 1971.
- ED 058 989: Social, Cultural and Educational Factors Associated with Relative Vocational Success of Navajo High School Graduates.
- ED 058 991: Leadership and Development in a Bi-cultural Setting.
- ED 058 992: Monitoring and Evaluation of Summer Workshops for Teachers of Migrant Children.
- ED 058 996: The Hawaii-Navajo Exchange Program.
- ED 058 997: A Report of the University of New Mexico's College Enrichment Program.
- ED 058 998: Recreation Symposium Proceedings. The Forest Recreation Symposium (State University of New York College of Forestry, Syracuse, 12-14 October 1971).
- ED 059 001: Some Instructional Strategies for the Cross-Cultural Classroom.
- ED 059 002: The Effects of Two Types of Group Counseling Upon the Academic Achievement and Self-Concept of Mexican-American Pupils in the Elementary School.
- ED 059 079: Outdoor Laboratory Development.

people can establish policy and make decisions.

Congreso's Future

Congreso is now recognized within the community/junior college movement as a responsible organization of Chicano educators interested in constructive solutions to problems; these Chicano educators have the expertise to provide assistance in a great number of fields. Congreso has just begun its work. Much remains to be done. Many changes need to be made—and change things must!

Congreso is ready, willing, and able to help.
Adelante con La Raza.

References

1. Coordinating Board, Texas College and University System. Junior College Division, Compensatory Education Project. Advisory Council. **Reaching for the ideal, Recommendations for Texas Community Junior Colleges and Recommendations for State Action.** Austin, Texas. April 1971.
2. U.S. Commission on Civil Rights. **The Excluded Student, Educational Practices Affecting Mexican Americans in the Southwest.** Washington, D.C. May 1972.
3. U.S. Commission on Civil Rights. **The Unfinished Education, Outcomes for Minorities in the Five Southwestern States.** Washington, D.C. October 1971.
4. University of California, Los Angeles, Graduate School of Education. **Report, UCLA Junior College Leadership Program.** Los Angeles, California. July 1971.

Information Please!

The Association of American Indian Social Workers is compiling a register of American Indian professional and para-professional people, organizations, and associations. The Association would appreciate receiving names and addresses of organizations and associations or the following information for individuals:

1. Tribal affiliation and degree of Indian blood
2. Present position
3. Experience
4. Educational background
5. Activities—boards, committees, organizations
6. Areas of special concern and interest
7. Address and telephone

Send to: Association of American Indian Social Workers, Inc.
1024 South Third
Aberdeen, South Dakota 57401

Director Becomes President

Dr. Everett D. Edington, ERIC/CRESS director, was selected President-elect of the Rural Education Association, a department of the National Education Association, in June of this year. He will take office at the national meeting of the Rural Education Association to be held in Philadelphia, Pennsylvania, October 15-18.

The Foxfire Project

by

Patricia Stans

ERIC/CRESS Research Associate

Foxfire is a magazine produced completely by high school students attending the 240-pupil Rabun Gaped Nacoochee High School in the Appalachian Mountains near Rabun Gap, Georgia. The primary concern of the students is to record aspects of a distinctive Appalachian culture that is swiftly vanishing. An outgrowth of this desire to study the Appalachian culture is a study of the Appalachian people as individuals in the framework of the culture.

The value of such a program can be seen in the growth of the Foxfire Training and Research Program. **Foxfire** started in 1967 as a small, local magazine, actually an English class project under the direction of Eliot Wigginton, an English teacher at the high school. By 1970 **Foxfire** had attracted so much attention that it was supporting itself in terms of printing costs. A grant by the National Endowment for the Humanities allowed equipment and personnel expansion, and provided the opportunity to contact a greater number of people in the local area. The results of this expansion were the production of a book incorporating articles from the first few issues of **Foxfire** and plans for the creation of an archive/craft/publication center to include publishing facilities for student use.

Distribution of **Foxfire** nationwide has created much interest in the work, and people across the country have invited the students to take part in conferences and to act as consultants. Because of this interest, concrete steps toward stimulating similar projects in other parts of the country have now been taken. The first such step was the exchange of groups of high school students between Rabun Gap and the Lower East Side of Manhattan. As a result of this exchange, the students in Manhattan began to publish a magazine, **The Fourth Street**, based on an urban setting. The second exchange of students was with a group from the Ogala Sioux Reservation in Pine Ridge, South Dakota, and resulted in the publication of a magazine, **Hoyekiya**. Hopefully, such student exchanges will continue.

Now that **Foxfire** is an established and expanding reality, perhaps other groups throughout the country will be helped to develop their own cultural awareness.

We Have a New Zip Code

Since we don't want to miss any of your correspondence, please note that the zip code for ERIC/CRESS and New Mexico State University has been changed to 88003. Requests for information should be addressed to Miss Denise DeValle, Information Specialist. Contributions of documents will receive the attention of Mrs. Betty Rose D. Rios, Supervisor of Acquisitions. Please direct any announcements or information you would like included in our newsletter to Mrs. Laurie Keaton, Editor.

For Your Information

Three publications identifying key concepts relative to the teaching of vocational subjects to disadvantaged youth in rural areas are now available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Review and Synthesis of Research on Vocational and Technical Education for the Rural Disadvantaged, by Charles Oaklief, is an authoritative analysis of the literature in this field. The publication will assist researchers interested in the solution of rural problems in identifying substantive problems and methodological approaches and will provide practitioners with a summary of research findings applicable to educational programs in rural areas. (Stock number: 1780-0802; price: 40 cents)

What Vocational Education Teachers Should Know About Disadvantaged Youth in Rural Areas was designed to serve as a guide and to provide a ready reference for the practitioner seeking to develop and improve local programs. This publication, by Robert W. Walker, deals primarily with the academically disadvantaged youth. Social and cultural disadvantage was looked at only sparingly. (Stock number: 1780-0847; price: 30 cents)

The above publications were coordinated by the ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, Ohio State University.

Cooperative Vocational Education in Small Schools, A Suggested Guide for Program Planning was published by the ERIC Clearinghouse on Rural Education and Small Schools, New Mexico State University. This guide identifies the unique problems of the rural school and provides local decision-makers (school board members and administrators) with alternatives for implementing cooperative vocational education. (Stock number 1780-0963; price: 50 cents)

Lockheed Offers New Search Service

For twenty-five dollars anyone can now order a computer search of the ERIC system. The Information Retrieval Department of the Lockheed Research Laboratories recently announced this service as part of its ERIC/DIALOG system. Although the system is intended for on-line interactive searching from terminals, Lockheed is now willing to conduct individual searches on request.

The twenty-five dollar fee is assessed for each subject searched. This price allows the use of up to 10 descriptors (obtained from the ERIC Thesaurus) and the printing out of up to 100 citations and abstracts. Forms to describe the desired searches may be obtained from Lockheed.

Lockheed is also willing to provide searches of specific subjects on a quarterly standing order basis.

For forms or further information, write to J. S. Patterson, Lockheed Palo Alto Research Laboratory, 3251 Hanover street, Palo Alto, California 94304, or R. Donati, Lockheed Aircraft Corporation, 4210 Chrysler Building, 405 Lexington Avenue, New York, New York 10017.

New CRESS Publication

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 2, compiled by Albert D. Link, provides 200 citations and abstracts of the latest research findings and developments on Mexican American education announced in RIE from January 1971 through March 1972. Also included are approximately 200 citations from CIJE, beginning with the June 1970 issue and continuing through March 1972. A subject index is provided.

The bibliography, a supplement to two previous ERIC/CRESS Mexican American bibliographies, is available from

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

for \$2.50 per copy (Stock No. 1780-1063).

ERIC Clearinghouse on Rural
Education and Small Schools
New Mexico State University
Box 3 AP
University Park Branch
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

News Letter

Volume 7, Number 3

Fall 1972

Denise Marie DeValle, Editor

CAREER EDUCATION IN RURAL SCHOOLS

by

Howard Conley

ERIC/CRESS Research Associate

In March 1970, President Nixon challenged the leaders of the nation's schools to institute massive reform: "By demanding education reform now, we can gain the understanding we need to educate our young in the decade of the seventies."

Career education is one answer to the President's call for reform. S. P. Marland, Jr., U.S. Commissioner of Education, has described this concept as "a new order of education concerned with the usefulness and self-realization of every individual."

As the rural school administrator examines the career education concept and strives to implement it into his existing program of studies, he soon becomes aware that he faces problems that do not confront his urban counterpart. The first factor that confronts the rural school administrator is the general nature of the rural school, where the vocational education director (if there is one) must often both teach and perform administrative duties. Moreover, the rural school is frequently strapped to a very limited curriculum because of its small size and because of the limited tax base which confines course offerings to vocational agriculture and homemaking.

Even if the administrator can surmount the foregoing obstacles, he must then convince the local population that the rural school must prepare its students to live in either an urban or a rural setting and that the school must provide more than just a college-preparatory curriculum. The concept that career education must start at the very beginning of a child's education must be effectively brought out.

Career education is, to a large extent, a process of self-development. It is the process of helping a student to understand accurately both himself and the world of work, the specific educational and job requirements of occupations, entry and progress in educational pursuits, and ultimately, the choice of a vocation.

Since the ongoing process of career education and development is based on the assumption that an individual actually reaches his ultimate career decision, not at any single moment in time, but through a series

of experiences and resultant decisions over a period of years, the career education program must be continuous and properly sequenced until the student completes the educational gamut and is established in a career. With this concept in mind, the career education program should be sequential, building upon vocational concepts at each grade level and implemented throughout the traditional curriculum.

Career education is a comprehensive educational program wherein the student's attention is focused on careers, beginning in grade one or earlier and continuing through his entire educational experience. For elementary and secondary education, the program includes a structuring of basic subjects, grades 1-12, around the theme of career opportunities and requirements in the world of work. In elementary school, students are informed about the wide range of jobs in our society and the roles and requirements involved for employment. In junior high school, students explore several specific clusters of occupations through hands-on experiences as well as through classroom instruction. At the senior high school level, students pursue their selected occupational area, exercising one of three options: (1) intensive job preparation for entry into the world of work immediately upon leaving high school, (2) preparation for post-secondary occupational education in a technical school or formal apprenticeship program, or (3) preparation for a four-year college or university.

The rural school administrator will find that a well-implemented program of career education not only provides job information and skill development, but also helps students develop attitudes about the personal, psychological, social, and economic significance of work. Extensive guidance and counseling activities assist the student in developing self-awareness and in matching his interests and abilities with potential careers.

The expected outcomes of career education are that every student will develop competencies necessary for life and for making a living and will develop appropriate attitudes toward work and the worker.

In most rural areas, the school becomes the focal point of the entire community. Therefore, it is especially important that the rural school administrator bring the community into the development of the career education concept and does not attempt to allow the

school to function apart from other groups or agencies in the community.

The community should be approached on two levels: (1) for general community or business support and (2) for expertise in a specific industry or a particular occupational field. Tying in with these two levels is the role local business can play in providing the school with opportunities to observe working situations or to engage in actual employment of students.

The fundamental principal underpinning the involvement of the community, and perhaps its most attractive virtue, can be briefly summarized. Community involvement calls for the sharing of information, materials, ideas, and technology in career education among schools and communities at all levels. It provides an alternative to creating new and possibly duplicating institutions. It enables the rural school administrator to make use of materials and equipment which the small school cannot afford.

The rural school administrator would find it to his school district's advantage to investigate the possibilities of involving other area schools in a "shared" program of career education. Through such a program, many areas of instruction and instructional materials can be implemented more easily with combined funds.

The area of guidance lends itself very well to the shared program concept. By sharing the costs incurred in setting up a guidance program with emphasis placed upon careers, well qualified vocational counselors can be employed and provided with essential career information necessary for the success of such a program. Also, two or more schools may share one teacher-coordinator. This would give each school the services of a person to provide the overall coordination of community and school resources. One of the main responsibilities of such a person would be to coordinate and supervise the various work stations of the career education program.

School districts could also share in the establishment of "dummy" businesses which would provide work experiences for students in isolated rural areas. A complete store could be duplicated in a mobile unit and scheduled from school to school.

As the rural school administrator strives to find the ways and means to develop an adequate career education curriculum, it will soon become apparent that proper assistance will be needed. At the present time, a great amount of emphasis is being placed upon career education by the various state boards of education; and instructional guidelines and resource materials, which can be adapted to rural areas, are being developed. Also, the ERIC Clearinghouse for Rural Education and Small Schools at New Mexico State University is presently involved in the development of A Career Education Handbook for Rural School Adminis-

trators which should provide the rural administrator with guidelines, existing programs, and resources helpful in the implementation of a career education program.

CARRASCOLENDAS: Bilingual Instruction Through Television

"Carrascalendas"—(KA-RAS-KO-LEN-DAS) is a fanciful name connotating a place of make-believe or fantasy. It is inhabited by unusual characters and puppets, as real as people, who speak both Spanish and English. "Carrascalendas" is a place where the culture, language, and heritage of the Mexican American are portrayed in a variety of ways.

The areas of science, mathematics, English and Spanish oral language skills, history, culture, and self-concept receive major emphasis in the fun learning approach of "Carrascalendas." Thirty minutes in length, each show includes skits featuring the "residence" of the magical bilingual land as well as inviting animated segments illustrating Spanish vocabulary words and some specially made films. "Carrascalendas" is not a name on any real map but a model enclave of the co-existence of two separate worlds with the materials geared to bring the worlds of Spanish and English closer together.

Senor Jose Viliarreal, the teacher and narrator, and Senorita Aida Barrera, the series hostess as well as the executive producer, welcome all to the learning with fun atmosphere of "Carrascalendas," produced by KLRN-TV, Channel 9, of San Antonio and Austin, Texas.

For more information write: "Carrascalendas"
Education Service Center
6504 Tracor Lane
Austin, Texas 78721
Phone: 512-926-8080

A MAJOR BREAKTHROUGH IN LANGUAGE BARRIERS

The El Paso Independent School District will convert all K-8 schools to a complete bilingual, bicultural education program over a five-year period starting this fall. This bilingual education program developed by a Texas district represents a major breakthrough in dealing with language barriers facing the Spanish-speaking students.

Health, Education, and Welfare Secretary Elliot L. Richardson states that El Paso is "the first large American city to undertake an aggressive program to provide equal quality education to Spanish-speaking students."

Earlier this year Federal officials and El Paso district officials discussed the extension of equal educational services to its approximately 31,000 Spanish-speaking students, to assure compliance with Title VI of the Civil Rights Act.

This News Letter was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Issues in Rural Education: Consolidation

by

Patricia Stans
ERIC/CRESS Research Associate

People concerned with rural education are faced with many complex problems and issues. One of the major issues today is consolidation of small schools.

Some major studies done during the 1950's and 60's pointed out the advantages of large schools. Since that time, we in rural education have tended to look to consolidation as the solution to our problems.

We are all familiar with the economic and program planning advantages of a large central school drawing its student population from a wide geographical area. We all know what is to be gained through consolidation. Now is the time to examine what might be lost through consolidation.

Many rural areas are characterized by an excellent community-school relationship. The school staff members are usually well-known in the community and in some instances are actually community leaders. If consolidation is being considered in a particular area, it might be wise to examine the effect such a move would have on community attitudes.

Another factor to be considered is the less formal atmosphere usually found in the small school. This type of climate can support a degree of flexibility and innovation not usually found in larger, more structured schools.

A decision either for or against consolidation should not be made without a thorough investigation of all the factors involved. Each situation must be evaluated in terms of sociocultural aspects as well as economic factors. We must not seek consolidation for the sake of consolidation, but must seek the best solution for each particular area.

THE FIRST ALL-INDIAN RADIO STATION

With the United States Bureau of Indian Affairs having financed the construction of the 100-foot transmission tower and the one-half kilowatt transmitter, the Office of Economic Opportunity providing operating funds, the first all-Indian, non-commercial educational radio station is broadcasting from Ramah, New Mexico.

Operated by the Ramah Navajo School Board, the station airs educational and cultural programs in the Navajo language. Broadcasting from 5:30 to 10:00 P.M. except on Saturday and Sunday, the station offers local news, interviews, Indian and other music, community calendars, cultural and religious information.

The station primarily serves approximately 1,500 Navajos who live on Indian-owned land within a 15-mile radius of the station.

NATIVE AMERICAN STUDIES

by

Harry Lujan
Director, Native American Studies

The Native American Studies office was established in August 1971 under the leadership of Eugene Leitka with the assistance of Native American students attending New Mexico State University and university officials. There were 107 Native American students enrolled in the spring of 1972, and 124 are enrolled for the fall of 1972.

The program has three major objectives; these are to retain, recruit, and develop courses reflecting the Native Americans past and present.

In attempting to retain the Native American student, all possible assistance is being rendered whether it be in academic areas, financial, or social adjustment problems. The assistance is provided primarily through the Native American Studies office but is also rendered through other departments on campus. This assistance is available so that the student will have confidence while making the adjustments and will succeed as well as the other students.

The University Admissions office is responsible in the area of recruitment; however, the Native American Studies office plays a very important role in recruiting students. Efforts are being made to attract Native American Students from the various reservations throughout the country, as well as within the state. Extensive recruitment plans are being developed to meet this objective.

Indians of North America and Native American Oral Traditions are two of the classes presently on the Native American Studies curriculum. The latter course is being taught by the distinguished N. Scott Momaday. Several other courses are being considered for implementation in the near future.

Other significant developments that have taken place are in the area of proposals and scholarships. A proposal to formulate an All Indian Adult Advisory Committee was approved. This Committee is to be selected to observe and assist in improving programs for Native American students at New Mexico State University and to facilitate adult involvement in higher education.

Scholarships are awarded through the United Native American Organization and the Millicent Rogers Foundation. The student organization provides five \$50 scholarships to be awarded to eligible Native American students. The Millicent Rogers Foundation awards each of five outstanding Native American students with a \$250 scholarship.

The Native American Studies Program is only in its second year and many areas need to be developed and improved as it points toward a more stable program. It might be said of the program that "It has only begun!"

LEARNING — One Word

LEARNING, a new national magazine for teachers and educators, begins publication this fall. It is for a select audience in the schools, according to Editorial Director Frank McCulloch: "those teachers from kindergarten through the eighth grade who because of their own skills, drive and dedication have either assumed or been given leadership roles in their respective school systems." In seeking to provide leadership for leaders, the magazine will bring innovative teachers the information and insights they require to become still more effective.

LEARNING's editorial coverage falls into four broad areas:

- (1) Public affairs stories on subjects that have a direct impact on teachers, students, and schools.
- (2) "How-to" articles on techniques or materials which have been proven effective in the classroom.
- (3) "Why-to" articles that deal with the research philosophy or behavioral characteristics which underlie "how-to's".
- (4) Departments that cover professional assessments of instructional materials, classroom tested teaching ideas, teaching aids and suggestions, and reviews of books.

LEARNING's first issue will be published sometime in early October; it will be published nine times during the school year. For further information contact

Mr. Vincent Drucker
Education Today Company
530 University Avenue
Palo Alto, California 94301

INSTRUCTIONAL PACKAGES AVAILABLE

Now available through the National Laboratory for the Advancement of Education (NLAE) are seven instructional system packages in career education developed by the U. S. Air Force. For details on these packages write:

NLAE
c/o Aerospace Education Foundation
1750 Pennsylvania Ave. N.W.
Washington, D. C. 20006

CLEARINGHOUSES ON READING AND TEACHING OF ENGLISH—REPLACED

A new ERIC Clearinghouse has been established: ERIC Clearinghouse on Reading and Communication Skills. The new Clearinghouse is responsible for the collection and dissemination of educational information related to teaching and instruction in the areas of reading, English, communication skills, and evaluation of such efforts from preschool through college, as well as for preparation of instructional staff and related personnel in these areas. Principal attention will be given to educational research and development and promising or exemplary programs and practices related to reading, writing, speaking, and listening. The new clearinghouse combines the functions of the clearinghouses on reading and the teaching of English and also includes responsibilities for information on speech and other communication skills.

ERIC/CRIER and ERIC/NCIE users should address future requests for information and assistance to:

Clearinghouse on Reading and
Communication Skills
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

NATIONAL INSTITUTE OF EDUCATION

In the office of the Secretary of Health, Education, and Welfare a new division is being comprised. The Director will have administrative responsibilities similar to those of the Commissioner of Education.

The National Institute of Education (NIE) is given the responsibility of promoting the coordination of educational research and research support within the Federal government and is authorized to construct such facilities as it finds necessary. In addition, NIE will collect and disseminate information about educational research and train educational researchers. Its appropriations must be used to support these activities through grants or technical assistance to public and private agencies, to institutions, and to individuals.

NIE's general policy guidelines will be established by a 15-member Presidentially appointed National Council on Educational Research.

ERIC Clearinghouse on Rural
Education and Small Schools
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

News Letter

Volume 7, Number 4

Winter 1972

Denise Marie DeValle, Editor

THE "OUTDOOR ADVENTURE IN EDUCATION" EXPLOSION

by

Gerald B. DeFries

Mott Doctoral Intern for Community Education
and Outdoor Education

Outward Bound Instructor, Michigan State University

and

Julian W. Smith

Director, AAHPER Outdoor Education Project
Professor of Education, Michigan State University

In 1913, Sir Ernest Shackleton placed an advertisement in the London *Times* seeking able-bodied seamen for his "incredible voyage" to Antarctica. His wording promised hardship, long hours, low pay, and a possibility of never returning. He was deluged with more than five thousand applications (including three from girls). This was the greatest number of responses to an advertisement—this widely read newspaper had ever received—before or since. A voyage on the *Endurance*, Shackleton's ship, spoke to a hunger in man—and not of the "belly and bean" kind. To the thousands who answered the advertisement, and the unnumbered thousands who read it and dreamed, it spoke of challenge, of mystery, and of adventure. ADVENTURE! There's the whistle of the wind in it, the buzz of discovery. It sings of striving and sharing, of storm and after calm. Like the men of Shackleton's time, the young people of today want to strive and share. They seek the buzz of discovery—the turbulence of a storm and the peace of the after calm. Some are answering that call through a high-liner on a drug-fantasized trip. And where the opportunities are available, many are satisfying that desire through an educational process called "Outdoor Adventure in Education." What alternative is your school providing?

There are new developments in outdoor education adventure programs in some schools which are particularly significant for secondary education, for colleges, and for older youth. Brief descriptions of a few such programs follow.

In 1967, Outward Bound, Inc., began offering outdoor adventure training to educators through the Teacher Practicum in Outward Bound at the University of Northern Colorado. In five years, this program has spread to all six Outward Bound Schools and to other outdoor adventure training centers, like the National Outdoor Leadership School in Lander, Wyoming. The teachers and administrators who have graduated from these programs are now providing outdoor adventure programs in their curriculums.

Lincoln-Sudbury Regional High School (Massachusetts) offers Survival Training, Rocks and Ropes, Urban and Rural Internships, Conservation Corps, Environmental Issues, Outdoor Cooking, and an Alternative Semester, which includes sailing, backpacking, and other student-selected activities. Their Nimbus Program involves teachers with small groups of students in biking, hiking, and rock climbing; canoeing and camping; snowshoeing and outdoor cooking; and cross-country skiing and overnight camping.

Interlocken Arts Academy (Michigan) offers backpacking and camping in the Grand Canyon, cross-country skiing in the Porcupine Mountains of the Upper Peninsula, and snowshoeing in the Pigeon River Country. A geology and physical education instructor utilizes the Open Curriculum and class projects to provide these activities in an otherwise creative-arts laden school program. The musicians, dancers, writers, and singers love it. "We did something," they say. "We all went through it together!" "It was a needed change."

Aspen Middle School (Colorado) utilizes the creativity of a home economics teacher to entice both girls and boys into planning and preparing trail food for cross-country skiing trips and overnights, field trips on snowshoes, and rappelling, rock climbing, and backpacking trips. Physical education and social studies are related in the program and include orienteering, map and compass work.

Verde Valley School (Arizona) provides an anthropological and survival exercise in the canyons of Mexico. Combining adventure and service, the field experience provides students with opportunities to assist the people of the area.

"The young people who discover direction beyond the 'four walls,' and who are sorting out the values of their culture, are not merely Americans but World Citizens, members of the human species first and foremost." These words from *Challenge in the Wilderness* (Eugene, Oregon) refer to education beyond the classroom. A biology teacher at Eugene South High School leads his students into mountaineering experiences that have everlasting effects upon his students. On solo, one young man says, "I stand upon my heart that bleeds quietly for the land that is before me."

Project BACSTOP, a federally funded experimental program to improve school learning, takes place at the birthplace of resident outdoor education—Battle Creek, Michigan. Thus, it is fitting that Project BACSTOP, offering adventuresome challenges through ropes

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courses, cross-country skiing, canoeing, and backpacking, provide a new thrust in a field and program that have a background of a quarter of a century. Many educators have emulated Project Backstop, and undoubtedly, many more will now come to see seventh-grade students and their teachers from Northwestern Junior High School, Battle Creek, stretch themselves as they reach for a modern-day "Endurance."

Three other programs are under way in Michigan: the Bloomfield Hills secondary schools offer a class, Man and Nature, that includes an extended field experience; Grand Rapids offers Operation Outdoors for students from several of the city's high schools; and Traverse City offers a work-learn program for potential high school dropouts, a program conducted on large tracts of forest lands.

Developments in leadership preparation for outdoor education include the first annual Outdoor Education Winter Activities Workshop conducted by the Outdoor Education Project of AAHPER and the Michigan Department of Education. This workshop, for school and college teachers, administrators, and recreation leaders, included cross-country skiing, snowshoeing, ice fishing, winter camping and backpacking, GLM skiing, and a graduate seminar in Outdoor Education Adventure Programs in the College of Education, Michigan State University.

The interest in the "Outdoor Adventure in Education" is timely and significant for the education of today's youth. Many of the organizations and groups concerned are tying together the educational and emotional implications that are provided by adventure. They believe that adventure is as much a requirement of the human soul as truth and beauty and art and peace. Outdoor adventure is thus a part of, rather than apart from, academic achievement. The electricity of adventure in the outdoors—commitment, trust, courage—can generate success in the classroom and shorten the reach between students and teachers.

Authors' Note: There is an urgent need for documentary materials on adventure in outdoor education. ERIC/CRESS is the national clearinghouse for materials on outdoor education and is of great service in making materials available. Those who develop or know of documents and publications of this kind are urged to submit them to the clearinghouse.

This News Letter was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Issues in Rural Education: The Rural Teacher

by

Patricia Stans

ERIC/CRESS Research Associate

The person most concerned with rural education at an immediate and very personal level is the rural school teacher. The teacher is the focal point of the educational system in that he is involved in the most basic of all educational activities—teaching the student.

One of the basic requirements for assuring good teaching is good teacher training. This requirement leads us to question whether the standard teacher education programs being offered today actually prepare the teacher who intends to work in a rural setting. There is a definite need for information concerning the problems faced by the rural teacher. One effective method of providing this information to people who might be interested in teaching in a rural environment would be to select carefully the rural schools in which interested students did their practice teaching. It might also be helpful to include the special problems faced by rural teachers in the standard program of study in education. These problems could be presented in a special course on rural problems or by including the material in existing courses.

An important factor in assuring quality education in rural areas is the recruitment of suitable teachers. A suitable teacher is one who possesses the necessary academic qualifications and also exhibits the necessary characteristics for adaptation to a rural environment. A teacher who prefers a large urban center and whose leisure time and recreational activities revolve around the facilities usually found in a large city would probably not be happy in a small rural community. A person who enjoys outdoor activities and the friendly, more personal, social life usually found in a small town would find satisfaction teaching in a small rural school. For this reason, information about the community should be made available to prospective teachers. An exchange of information is necessary to provide an adequate basis for decisions by both the administrator and the teacher.

Once a suitable teacher has been found, every effort should be made to help him adapt to the community. More attention paid to helping a teacher feel comfortable in his environment could be an important factor in the retention of teachers in rural areas. In an isolated area, it might be necessary to provide inservice training for possible college credit since it is often difficult for teachers from such areas to attend courses on a university campus. Another aspect to be considered in the retention of rural school teachers is increased opportunity for involvement in educational planning within the rural community.

Although teacher training, recruitment, and retention are problems common to all educators, they appear to be more significant in rural areas. Finding a successful solution to these problems should be a major step toward quality education for Rural America.

have you TRIEd lately?

Scan the following title list of selected publications that have been announced in the November (N) and December (D) 1972 and January (J) 1973 issues of ERIC's **Research in Education (RIE)**. When you see a title of interest to you, consult the appropriate issue of **RIE** for the corresponding abstract. **RIE** also contains instructions for ordering reproductions of these publications in microfiche and/or hard copy. If a publication

is not available in microfiche or hard copy from ERIC Document Reproduction Service, an alternate availability will be cited.

If you have no access to **RIE** through your library or a nearby educational agency, ERIC/CRESS will provide you with information for ordering the following publications or with subscription information concerning

American Indians

- ED 065 772: A Report on: The National Seminar of American Indian Women (and) the North American Indian Women's Association Established by Delegates of this Seminar. (D)
- ED 066 194: Summary of the National Indian Education Library Project Report. (D)
- ED 066 275: An Assessment of the Educational Needs of Indian Students in the State of Arizona. (D)
- ED 066 278: The Indian in American History—The Sacred Tree Still Lives. A Teacher's Guide. (D)
- ED 066 280: Annual Report of New York State Interdepartmental Committee on Indian Affairs, 1970-71. (D)
- ED 066 283: Financing College Education for Indians. (D)
- ED 067 105: The American Indian: A Selected Bibliography of Distinguished Titles Located in the East Texas State University Library; A Portrayal of the American Indian of the Past and in Contemporary Society. (J)
- ED 067 172: The Change in Self-Image of Oglala Sioux Ninth Grade Students Through the Development and Testing of an Indian Culture Curriculum. Final Report. (J)
- ED 067 174: Indian Enrollments and Tuition Waivers at Fort Lewis College. Report to the Colorado General Assembly. (J)
- ED 067 175: Fort Lewis College Indian Tuition Grants: Part II. Legislative Council Report to the Colorado General Assembly. (J)
- ED 067 181: The Structure of Mechanical Aptitude in Several Cultural Environments. (J)
- ED 067 187: Scholarships for American Indians, 1972. (J)
- ED 067 195: Alaska's Urban Boarding Home Program: Interpersonal Relationships Between Indian and Eskimo Secondary Students and Their Boarding Home Parents. (J)
- ED 067 207: Red Cloud. The Story of an American Indian. (J)

- ED 067 208: Indians of Canada. Jackdaw No. C16. (J)
- ED 067 214: Statistics Concerning Indian Education. Fiscal Year 1971. (J)

Mexican American

- ED 066 048: Carrascolendas: Effects of a Spanish/English Television Series for Primary School Children. Final Report. Evaluation Component. (D)
- ED 066 256: Children's Television—An Affirmative Program for Community Involvement. (D)
- ED 066 285: Ambitions and Opportunities for Social Mobility and Their Consequences for Mexican Americans as Compared with Other Youth. (D)
- ED 066 288: Completing the Revolution. (D)
- ED 066 545: Reeducating Teachers for Cultural Awareness: Preparation for Educating Mexican-American Children in Northern California. Praeger Special Studies in U.S. Economic and Social Development Series. (D)
- ED 066 935: Bilingualism, the Mexican American College Student, and His Community. (J)
- ED 066 996: English Proficiency and Behavioral Change in Spanish-Speaking Children. (J)
- ED 067 015: Access to College for Mexican Americans in the Southwest. (J)
- ED 067 179: A Study of Student Rights and School Authority with Regard to Long-Term Suspensions. (J)
- ED 067 182: Bilingual Education Project, Santa Clara County, California. Final Report, 1972. (J)
- ED 067 184: Program of In-Service Education for Teachers. Hispanic Urban Center Evaluation Report. (J)
- ED 067 197: Final Evaluation Report for the Santa Clara County Bilingual/Bicultural Education Project (Spanish Dame School Project). (J)
- ED 067 203: Children Who Are Short-Changed: Rural Blacks and Chicanos. (J)

Migrant

- ED 065 252: State Programs for Migrant Children. Kansas Annual Evaluation Report, 1971. (N)
- ED 066 234: The Ripe Harvest: Educating Migrant Children. (D)
- ED 066 265: State Programs for Migrant Children. Kansas Annual Evaluation Report, 1970. (D)
- ED 066 906: Visual Literacy and Teaching Migrant Youth. (J)
- ED 067 190: Early Childhood Education for Migrants: An Evaluation of Behavioral and Physical Change Research Monograph No. 3. (J)
- ED 067 191: The Utah Migrant—An Education Survey. (J)
- ED 067 200: Washington State Migrant Programs. Annual Report and Evaluation, 1970-71. (J)
- ED 067 201: Handbook for Washington State School District Migrant Education Advisory Councils, 1972. (J)
- ED 067 204: Wisconsin Migrant Education Program. 1971 Evaluation. (J)
- ED 067 216: The Somerton Story: Part III. A Progress Report on the Somerton Demonstration School for Migrant Child Education. (J)
- ED 067 217: The Eloy Story. A Report from the Eloy Elementary School Summer Migrant Program for Kindergarten Through Second Grade Level Children. (J)
- ED 067 427: Visions of Sugarplums. (J)

Outdoor

- ED 065 259: Learning in the Out-of-Doors: Motivation, Discovery, Inquiry, Exploration, Investigation. (N)
- ED 065 260: Education's Outer Space. (N)
- ED 065 261: Teaching Science in an Outdoor Environment. (N)
- ED 065 309: Outdoor Classrooms and School Sites. (N)
- ED 065 345: Outdoor Education Resource Guide. (N)
- ED 067 171: Historical Background and Development of Camping and Outdoor Education. (J)
- ED 067 202: Outdoor Education: A Guide for Planning Resident Programs. (J)
- ED 067 231: Administrator's Environmental Education Evaluation Manual. (J)

- ED 067 236: Outdoor Environmental Education. An Innovative and Exemplary Approach to Pre-Service and In-Service Teacher Education. (J)
- ED 067 256: Outdoor Education in Canada—1972. (J)

Rural and Small Schools

- ED 066 241: Adaptation of Education to the Needs of the Modern World in Rural Areas. International Education Year 1970. IEY Special Unit 9. (D)
- ED 066 242: Educational Policy and Rural Re-development in Post-industrial Society: The Case of the United States of America. (D)
- ED 066 243: The Relationship Between Educational Policy and Rural Development Needs: A Conceptual Overview. (D)
- ED 066 248: Rural School Teachers' Modes of Role Adjustment to Change. (D)
- ED 066 254: Rural Development Through Electronic Technology. (D)
- ED 066 267: Education in Ethiopia in Its Historical and Cultural Context. (D)
- ED 066 282: "The People Left Behind"—Four Years Later. A Report on the Effectiveness of Implementation of the Recommendations of the Presidential Commission on Rural Poverty. (D)
- ED 066 287: Approaches to University Extension Work with the Rural Disadvantaged: Description and Analysis of a Pilot Effort. (D)
- ED 066 638: Popular Participation in Development: Emerging Trends in Community Development. (J)
- ED 066 644: Utilization of Nonprofessionals as Systemic Linkage in a Directed Social Change Program. (J)
- ED 066 645: The National Climate for Involving Youth in Community Development. (J)
- ED 066 662: RFD: "Rural Family Development." Second year Report, June 1971. (J)
- ED 067 188: The Rural Education Improvement Project. Overton County, Tennessee, Five-Year Comprehensive Report (July 1, 1967-June 30, 1972). (J)
- ED 067 198: SEARCH and AIDE. A Report of Two Field Oriented Projects. (J)
- ED 067 205: Occupational Choice and Perceived Goal-Blockage: Residential and Racial Comparisons. (J)
- ED 067 424: School Achievement of Children by Demographic and Socioeconomic Factors. Data From the National Health Survey, Series 11, Number 109. (J)

Flaming Rainbow

The University Without Walls (UWW) is a consortium of twenty liberal arts schools spread across the nation, each with many varied emphases. Flaming Rainbow (FR), a center for the UWW located in Tahlequah, Oklahoma, offers wide resources in American Indian Cultures, the social sciences, and the arts, plus other resources for the student's interest areas. The center is a community of self-directed and independent learners progressing at their own pace in the field of their own choice.

Flaming Rainbow does not use grades, exams, credit hours, or core curriculum requirements but instead demands hard work and commitment to self-designed goals. Students at FR may take from one to ten years to earn a degree, depending on the student's aptitude and past experiences. The major emphasis is on experiential education through independent study, apprenticeships, internships, travel, and access to a wide variety of experts, teachers, and schools.

A resource inventory for Flaming Rainbow is now being prepared. The inventory will consist of lists of possible apprenticeships and internships; conferences and workshops; publications; schedules of speakers; and individuals, schools, or learning centers interested in exchanging information.

For inventory information, contact:

Cindy Soo
Flaming Rainbow/UWW
P.O. Box 154
Tahlequah, Oklahoma 74464.

To request more information or to apply write: Flaming Rainbow/UWW (at above address).
or call: (918) 456-5662 or (918) 456-6485.
or visit: 505 N. Muskogee Avenue (behind Taco Hut) Tahlequah, Oklahoma.

Indian Career Awareness Project

The Indian Career Awareness Project is a federally funded research project established to compile data from six Washington State Indian Tribes describing tribal careers (occupations/jobs) of the tribal past, present, and future. The six Indian tribes chosen for this pilot program are the Clallam (Lower Elwa), Calville, Lummi, Kalispell, Spokane, and Yakima Tribes.

The data is to be organized into curriculum form for grades K through sixth and presented to and edited by each Tribal Council, with samples of final material to be made available to applicable school districts. The problems encountered, the presentation techniques, and the effectiveness of the developed curricula are to be documented for the Applied Research Division of the Office of Education and will serve as a guide for organizations desiring to develop other Indian career awareness programs.

The present scheduling calls for final establishment of K-6 curricula forms during February and March 1973. Formal presentations of final work units, which it is hoped will include a workshop for teaching personnel, will be expected by September and October 1973.

Practices and Programs in Outdoor Education

Northern Illinois University will offer a course on outdoor education in Canada: Practices and Programs, from 18 June to 27 July 1973. The course is Foreign Studies 401, Outdoor Education, six semester hours credit for undergraduates, graduates, and qualified auditors. Foreign Studies 401 is open to all persons of junior standing or above who are eligible for admission to Northern Illinois University. Enrollment will be limited to twenty-eight persons. Applications will be accepted immediately, and notification of reservation will be sent to each registrant.

The course consists of a six-week tour which will focus on formal and nonformal practices and programs in Ontario and Quebec Provinces. Travel and direct study will concentrate on programming that is representative of the Canadian outdoor education movement. Materials and a bibliography will be furnished prior to the tour for study and preparation. A study project will be part of the course and seminar sessions will be held while on tour.

Cost Estimate

The estimated cost will range from \$870 to \$920, depending on the number of participants, plus reduced registration and insurance fees (\$108.25 for Illinois residents and \$273.50 for out-of-state residents). The price includes land transportation by air-conditioned bus, housing accommodations, and most meals.

How to Apply

Application forms and information may be obtained from:

International and Special Programs
Northern Illinois University
DeKalb, Illinois 60115
(815) 753-1988.

For inquiries concerning program content, contact:

Dr. Morris Wiener
Taft Campus
Oregon, Illinois 61061
(815) 732-2111.

Gifted Students

The Southwest Educational Development Laboratory is conducting a year-long study which will recognize the gifted Mexican American children. The study will attempt to identify characteristics that Mexican Americans consider special and then test children with these attributes to see how their performance and characteristics correlate with those of the typically defined gifted children. The laboratory will also develop a prototype instrument design, or series of tests, to identify the gifted Mexican American children.

The sample population will consist of five- through eight-year-olds from the Austin and San Antonio areas. Interviews will be conducted by field representatives at home with the children and their parents and in school with the children and their teachers.

Mr. Ernest Bernal, director of the Laboratory's Bilingual Early Elementary Program, will head this study. Mr. Bernal hopes to establish links with other organizations conducting similar studies on disadvantaged, gifted blacks and whites.

Names are Needed for Indian Biographical Dictionary

The Smithsonian Institution is seeking the assistance of American Indian, Eskimo, and Aleut people in the preparation of a biographical dictionary to accompany a new **Handbook of North American Indians**. The Smithsonian is presently preparing the **Handbook**, which is intended to be an encyclopedic reference work of twenty volumes summarizing what is known of the cultures and history of Indians, Eskimos, and Aleuts. It is believed that the participation of native people in this project is of utmost necessity if a representative and valid depiction of Indian, Eskimo, and Aleut history is to be presented.

In addition to the historically prominent and the already famous figures who obviously should be included, the Smithsonian is seeking to list an assortment of Indian, Eskimo, and Aleut people who have been engaged in a variety of activities. The names of any person from the recent or distant past who is likely to be looked up in the future should be included.

Suggested names of deceased American Indians, Eskimos, and Aleuts who might be included in this **Biographical Dictionary**, along with a few words explaining why they should be included, when they lived, and to what tribe they belonged, should be sent to:

Biographical Dictionary, Handbook of North American Indians
Smithsonian Institution
Washington, D.C. 20560.

A copy of the list of names received thus far is available and will be sent to anyone who asks for it. Those who prefer not to write may telephone Mr. Merrill collect at the Smithsonian Institution in Washington, D.C. The telephone number is (202) 381-6203.

The final decisions as to what names will be included and who will write the short biographies will be made in June. Comments and suggestions should be submitted before then so that they can be indexed and analyzed.

Change of Publications Availability

The ERIC/CRESS publications previously available from Duplicating Services, New Mexico State University, can now be purchased **only** through:

ERIC Document Reproduction Services (EDRS)
Leasco Information Products, Inc.
Bethesda, Maryland 20014.

ERIC Clearinghouse on Rural
Education and Small Schools
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

ATTENTION: American Indian Students

The University of Michigan is involved in an active recruitment program for American Indian students. The University of Michigan Native American Student Association and local American Indian Community organizations provide a focus for cultural identification and aid in the students' transition into academic life.

Some of the projects that the students are currently working on include the cultural living unit and student lounge; an American Indian work-study program; a newsletter, "The Native American Advocate"; an American Indian awareness conference; a summer camp program; and other ambitious projects. More American Indian students are needed to assist with these and other projects.

For more information please contact:

University of Michigan
Native American Admissions Counselor
1220 Student Activities Building
Ann Arbor, Michigan 48104.

NOW AVAILABLE:

A Career Education Handbook for Rural School Administrators

by Dr. Everett D. Edington and Howard K. Conley

The **Career Education Handbook** provides the rural administrator with guidelines, existing programs, and resources helpful in the implementation of career education programs.

The handbook is now available through:

Education Resources Division
Capitol Publications, Inc.
Suite G-12
2430 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

The price is \$4.00 per copy. Orders which are less than \$10.00 must be accompanied by payment.

Programs That Work for Bilingual Children

If you are interested in programs that have been effective with bilingual children, you may purchase:

Promising School Practices for Mexican Americans
Office of Information and Communications
Southwest Educational Development Laboratory
800 Brazos
Austin, Texas 78701.

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